

Title II of the Higher Education Act

Institutional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation:

Academic year: 2001-2002

Office of Postsecondary Education, U.S. Department of Education

Report Year 3: (Fall 2001, Winter, 2002, Summer 2002)

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>
Institution Name	Rockhurst University
Institution Code	6611
State	Missouri
Number of Program Completers Submitted	42

Number of Program Completers found, matched, and used in passing rate Calculations ¹	38				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
Academic Content Areas							
Elem Edu: Curriculum, Instruction, and Assessment	011	8	7	89.5%	1679	1606	96%
French: Content Knowledge	173	1	1	100%	11	10	91%
Mathematics: Content Knowledge	061	2	2	100%	97	91	94%
Social Studies: Content Knowledge	081	3	3	100%	276	270	98%
Other Content Areas							
Business Education	100	1	1	100%	64	64	100%
Teaching Special Populations							
Speech-Language Pathology	330	23	21	91%	92	84	91%

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-2</i>	<i>HEA - Title II 2001-2002 Academic Year</i>						
Institution Name	Rockhurst University						
Institution Code	6611						
State	Missouri						
Number of Program Completers Submitted	42						
Number of Program Completers found, matched, and used in passing rate Calculations¹	38						
	Statewide						
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>	
Aggregate - Basic Skills							
Aggregate - Professional Knowledge				10	9	90%	
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	14	13	93%	3275	3155	96%	
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1			156	156	100%	
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	23	21	91%	270	256	95%	
Aggregate - Performance Assessments							
Summary Totals and Pass Rates⁵	38	35	92%	3711	3575	96%	

- ¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.
- ² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.
- ³ Number of completers who took one or more tests in a category and within their area of specialization.
- ⁴ Number who passed all tests they took in a category and within their area of specialization.
- ⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **We had 16 preservice candidates in Elementary and Secondary Education that were program completers. 8 students in Elementary Education and 8 in Secondary Education. In the Department of CSD (Communication Sciences Disorders), 7 undergraduate CSD students and 22 graduate CSD students, which equals 29 in the CSD teacher preparation program.**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **16 Education undergraduate students. In CSD 30 graduate students.**

3. Please provide the numbers of supervising faculty who were:

6 in the Department of Education and 3 in CSD Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

1 in the Department of Education and 0 in CSD Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

0 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: **9**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **In the Department of Education 16/6=2.5 In CSD the ratio is 10 :1.**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **40** hours. The total number of weeks of supervised student teaching required is **14 in Department of Education for Elementary and Secondary programs** The total number of

hours required is **560 hours for Elementary and Secondary programs** hours. *Students in CSD participated in 32 average hours per week. The average number of weeks is 8 with a total of 240 hours.*

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

☒ Yes ☐ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes ☒ No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Rockhurst University, one of the 28 Jesuit institutions of higher education in the United States, provides a distinctive context for the professional preparation of teachers. Jesuit higher education is rooted in the philosophy of the founder of the Jesuit order, Ignatius of Loyola (1491-1556), who devoted his adult life to advancing the teachings of Jesus. Through a comprehensive liberal arts education, Rockhurst aims to prepare men and women for “service to others” that, according to the teachings of St. Ignatius, enables one to become more fully human and, hence, more fully divine.

2. Educational Philosophy

The central focus of the Rockhurst University Department of Education is to prepare teachers who have a solid background in their chosen fields of study, are knowledgeable and competent in the craft of teaching, and are able to bring well informed perspectives to bear on educational policies and practices. Our aim is to develop educational leaders- teachers who are actively engaged in educational matters as reflective practitioners. The program calls upon students to analyze alternatives in curriculum, teaching methodology, and assessment and to consider the implications of such alternatives for a multicultural society. Through rigorous coursework and varied field experiences, students acquire a deep understanding of, and a special sensitivity to, the learning needs of school-aged children. The Department of Education is approved by the Missouri Department of Elementary and Secondary Education (DESE) to offer programs in elementary and secondary school education. Upon successful completion of one of these programs, students meet both general and professional state mandated course requirements for that field. Students seeking secondary school certification in a particular content area (except business) must complete a major in that area as well as in education. Students seeking elementary certification receive the generalist background provided by a major in elementary education, as well as specialist knowledge acquired by coursework in a particular concentration area.

3. Conceptual Frameworks

Rockhurst University, a coeducational, Jesuit institution is committed to its founding philosophy of “service to others” and the Department of Education and the Department of Communication Sciences Disorders strive, in this endeavor, to emphasize three central aspects of Jesuit education in its preparation of teachers. These include moral reflection (values), teaching for social justice and the liberal treatment of subject matter. In light of these three guiding principles the Department of Education and CSD aim to prepare teachers who:

- 1) Reflect and inquire into the moral values of what and how they teach and the implications it may have on individual learners
- 2) Have mastered the subject-matter they teach
- 3) Holding high expectations, engage all students in significant intellectual study fostering critical thinking in the disciplines

- 4) Teach for critical literacy, i.e. engage students to construct meaning with an emphasis on the social construction of knowledge.
- 5) Develop curriculum and instruction that is learner-centered taking into account student prior knowledge, experience and development.
- 6) Are committed to the profession of education.
- 7) Have a solid grounding in the liberal arts and the variety of modes of inquiry as reflected in the liberal arts.

Embedded in our three strands of the conceptual framework are the principles to:

1. Engage all students in significant intellectual study
2. Teach for critical literacy.
3. Develop curriculum responsive to students' interests, concerns, and resources
4. Work with families and communities.
5. Develop a commitment to professional growth and affiliation

4. Program completers who teach in the private schools and out of state

Private Schools:	8
Out-of-State:	9